



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

13425 N 19th Ave, Phoenix, AZ 85029

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Mary Lou Palmer
Schedule : 07:00 AM to 04:00 PM
Grades : Pre-K-6
Web Address : www.wesd.k12.az.us
Phone Number : (602) 896-6000
Fax Number : (602) 896-6020
E-mail : mpalmer@mm.wesd.k12.az.us

Mission

Our mission is to provide the most effective learning environment by making quality decisions focused on the needs of all children. We believe that all students can learn and that responsibility is shared among students, staff and parents. We deliver the curriculum in a differentiated manner as we teach children to be responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To initiate the implementation of the renewed Science curriculum demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry process.
- ü To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- ü To continue to implement reading comprehension strategies for all grade levels through large uninterrupted instructional blocks for literacy. Literacy centers and flexible grouping are utilized to accomplish this goal.
- ü To continue to implement flexible grouping in math instruction to ensure growth gains for all students. Students are instructed at their levels and assessment data is used to drive the instruction to ensure growth gains.

Enrollment

October 1, 2005 School Year Student Enrollment : 732
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 55

Instructional Programs

- ü Schoolwide Literacy Program
- ü Low class size
- ü On-site Special Education programs
- ü 90 minute reading blocks
- ü Reading intervention Literacy Centers
- ü Flexible grouping in math instruction
- ü Flexible grouping in reading instruction
- ü Art, Music and PE for all students

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

We provide an environment where children can learn and decisions are made in their best interests through: a safe environment, consistent leadership, effective instruction, student achievement, a professional learning community and professional development.

Parents

We expect parents to support both academic and discipline programs, as well as attendance and tardy policies. We expect parents to support teachers in a partnership to ensure the success of each student. We have a parent compact signed by each parent to confirm their commitment as partners in the educational process at Moon Mountain.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Architectural Award	1999
ü Project: GOAL Award, City of Phoenix Library	2002
ü Student Leadership Award	2002
ü Lamp of Learning Award	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2709	80010	100	100	99	435	435	447	6	15	10	25	24	18	67	49	53	2	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1273	38935	100	100	99	433	435	447	3	13	9	28	25	19	69	50	55	NA	12	17
Male	52	1436	40974	100	100	98	436	435	448	8	16	11	23	23	18	65	49	52	4	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	32	1275	34545	100	100	99	433	422	432	6	20	14	25	30	24	66	46	53	3	5	9
Asian/Pacific Islander	--	85	2068	--	100	99	--	449	474	--	8	4	--	20	10	--	51	50	--	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	42	1071	35142	100	100	99	438	453	465	7	8	5	21	17	11	71	54	56	NA	21	28
Students with Disabilities	13	385	10161	100	100	93	419	406	419	8	35	28	54	32	28	38	28	36	NA	5	8
Students without Disabilities	71	2324	69849	100	100	100	438	439	451	6	11	7	20	23	17	72	53	56	3	13	19
Limited English Proficient Students	14	774	14013	100	99	97	420	409	413	7	26	24	36	36	34	57	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	46	1854	39029	100	99	98	435	426	432	4	18	14	26	29	25	67	47	52	2	6	9
Non-Economically Disadvantaged	38	855	40981	100	100	100	435	455	462	8	9	6	24	14	13	66	54	54	3	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	2701	79438	94	100	98	442	438	451	5	14	9	33	29	24	58	51	56	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	1271	38775	94	100	99	443	444	457	3	11	7	33	28	22	57	53	58	7	8	13
Male	49	1430	40560	94	100	97	441	433	446	6	17	12	33	29	25	59	49	54	2	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	30	1272	34297	94	100	98	430	424	434	3	19	14	50	36	31	47	42	50	NA	3	5
Asian/Pacific Islander	--	85	2063	--	100	99	--	453	475	--	6	3	--	28	15	--	56	63	--	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	40	1068	34887	95	100	98	451	456	471	8	8	4	20	20	15	65	61	63	8	11	18
Students with Disabilities	NC	377	9588	NC	99	88	NC	399	416	NC	43	30	NC	30	32	NC	24	34	NC	3	5
Students without Disabilities	71	2324	69850	100	100	100	443	444	456	6	10	7	32	28	23	58	55	59	4	7	12
Limited English Proficient Students	13	774	13856	93	99	96	409	406	407	8	28	27	69	44	43	23	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	41	1849	38685	89	99	97	445	429	435	2	17	14	37	33	32	54	46	50	7	4	5
Non-Economically Disadvantaged	38	852	40753	100	100	99	438	458	467	8	7	5	29	19	16	63	62	62	NA	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	2700	79971	100	100	99	402	413	423	10	11	8	57	43	41	33	44	49	NA	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1272	38974	100	100	99	419	427	437	6	7	5	47	36	33	47	53	57	NA	3	4
Male	52	1428	40895	100	100	98	391	401	410	12	13	10	63	50	47	25	36	41	NA	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	32	1269	34481	100	99	99	401	403	410	9	13	10	50	47	46	41	39	43	NA	1	1
Asian/Pacific Islander	--	85	2067	--	100	99	--	428	449	--	8	4	--	31	28	--	60	60	--	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	42	1069	35150	100	100	99	400	426	437	10	7	5	62	38	35	29	51	56	NA	3	5
Students with Disabilities	13	382	10258	100	100	94	366	355	377	23	33	23	54	48	51	23	18	25	NA	1	1
Students without Disabilities	71	2318	69713	100	100	100	408	422	429	7	7	5	58	43	39	35	48	52	NA	2	3
Limited English Proficient Students	14	772	13985	100	99	97	375	387	382	14	18	18	64	52	54	21	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	46	1850	38994	100	99	98	390	405	409	15	12	10	59	48	47	26	39	41	NA	1	1
Non-Economically Disadvantaged	38	850	40977	100	100	100	417	431	437	3	7	5	55	34	34	42	55	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	2820	80147	91	100	99	475	468	482	11	14	11	14	22	17	59	49	49	16	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1371	39281	92	100	99	478	469	483	11	12	9	11	24	17	65	50	50	14	15	24
Male	51	1448	40780	89	100	98	472	468	482	12	16	12	18	21	17	53	48	48	18	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	33	1209	33494	97	100	99	474	455	466	9	19	15	12	27	23	64	44	49	15	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	59	1220	36122	87	100	99	483	484	501	12	8	5	8	16	10	59	53	50	20	23	35
Students with Disabilities	14	447	10295	56	99	92	440	436	443	36	36	33	29	28	26	36	31	33	NA	5	8
Students without Disabilities	94	2373	69852	100	100	100	481	474	488	7	10	7	12	21	16	63	52	51	18	17	26
Limited English Proficient Students	16	625	12722	94	100	97	455	436	441	19	29	27	19	35	33	56	34	37	6	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	57	1837	38371	88	99	97	475	458	465	11	17	15	9	26	23	65	47	49	16	9	13
Non-Economically Disadvantaged	51	983	41776	94	100	100	476	487	498	12	7	6	20	15	11	53	52	49	16	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2816	79686	87	100	98	463	458	470	9	15	11	31	29	24	57	52	57	4	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1372	39163	94	100	99	464	463	475	9	12	9	28	28	22	60	55	60	3	5	10
Male	46	1443	40438	81	99	97	461	453	465	9	18	13	35	29	25	52	49	54	4	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	32	1208	33299	94	100	98	453	443	452	9	21	17	41	35	32	50	43	47	NA	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	56	1216	35914	82	99	98	473	475	489	9	9	5	20	21	15	64	62	67	7	8	14
Students with Disabilities	10	442	9808	40	98	87	NA	418	432	NA	46	35	NA	31	32	NA	23	30	NA	1	3
Students without Disabilities	94	2374	69878	100	100	100	466	465	475	7	10	8	30	28	23	59	57	61	4	5	9
Limited English Proficient Students	16	626	12594	94	100	96	430	419	422	19	35	34	63	44	45	19	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	58	1839	38095	89	99	97	461	447	452	9	19	17	31	34	32	59	46	48	2	2	3
Non-Economically Disadvantaged	46	977	41591	85	100	99	465	479	486	9	8	6	30	20	16	54	63	65	7	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2835	80372	100	100	99	473	465	475	7	7	4	23	34	30	69	59	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1378	39452	100	100	99	488	479	488	2	4	3	26	28	22	73	67	72	NA	2	3
Male	59	1456	40836	100	100	98	457	451	464	14	9	6	20	39	37	66	50	56	NA	1	1
African American	10	184	4264	100	100	99	NA	457	465	NA	9	5	NA	32	35	NA	59	59	NA	1	1
Hispanic	34	1213	33608	100	100	99	485	453	462	3	9	6	21	39	36	76	51	57	NA	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	70	1230	36213	100	100	99	466	477	489	10	4	2	24	29	22	66	65	72	NA	1	3
Students with Disabilities	27	457	10526	100	100	94	416	414	427	26	21	15	37	53	53	37	26	31	NA	NA	1
Students without Disabilities	94	2378	69846	100	100	100	489	474	482	2	4	3	19	30	26	79	65	69	NA	1	2
Limited English Proficient Students	17	629	12747	100	100	97	462	427	432	6	15	12	35	50	52	59	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	65	1850	38521	100	100	98	474	455	461	8	8	6	22	39	38	71	52	55	NA	1	1
Non-Economically Disadvantaged	56	985	41851	100	100	100	472	483	489	7	4	3	25	24	22	68	70	72	NA	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2774	79306	88	100	99	496	487	504	9	19	13	25	26	20	56	45	49	10	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1319	38845	98	100	99	489	488	505	11	17	11	25	28	20	57	46	50	7	9	18
Male	47	1453	40383	81	100	98	502	487	504	6	21	14	26	25	19	55	44	47	13	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	28	1226	32673	90	100	99	489	473	487	4	25	18	46	32	25	43	39	46	7	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	50	1191	36234	88	99	99	501	503	523	10	13	6	10	19	13	70	53	52	10	16	28
Students with Disabilities	NC	459	10286	NC	99	91	NC	452	462	NC	49	41	NC	31	27	NC	18	27	NC	3	5
Students without Disabilities	82	2315	69020	100	100	100	499	494	510	9	13	9	23	25	18	57	50	52	11	11	21
Limited English Proficient Students	NC	471	10291	NC	98	96	NC	448	458	NC	46	38	NC	37	34	NC	16	26	NC	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	41	1788	37437	82	99	97	492	476	486	5	23	19	44	31	26	41	41	46	10	5	9
Non-Economically Disadvantaged	50	986	41869	94	100	100	499	507	521	12	12	7	10	17	14	68	53	51	10	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2772	79000	85	100	98	486	478	489	6	14	10	25	28	24	66	53	58	3	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1319	38774	98	100	99	489	484	494	5	10	7	18	26	22	75	58	61	2	6	10
Male	44	1451	40150	76	100	98	482	473	485	7	18	12	32	30	25	57	48	55	5	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	27	1225	32508	87	100	98	474	465	472	4	19	15	48	36	33	41	43	49	7	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	NC	98	4016	NC	99	96	NC	463	467	NC	17	14	NC	32	37	NC	51	46	NC	NA	2
White	48	1190	36135	84	99	98	493	494	508	6	9	4	15	19	14	77	63	67	2	9	15
Students with Disabilities	NC	457	9991	NC	98	88	NC	440	449	NC	42	33	NC	36	36	NC	20	29	NC	1	2
Students without Disabilities	82	2315	69009	100	100	100	487	485	495	6	9	6	23	26	22	67	59	62	4	6	10
Limited English Proficient Students	NC	471	10199	NC	98	95	NC	435	439	NC	41	35	NC	45	47	NC	15	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	40	1787	37234	80	99	97	475	469	472	8	17	15	35	33	33	53	48	50	5	2	3
Non-Economically Disadvantaged	48	985	41766	91	100	99	494	496	505	4	9	5	17	19	16	77	61	65	2	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2787	79611	100	100	99	492	484	496	5	10	7	44	39	37	51	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1321	39016	100	100	99	509	503	511	7	6	4	13	31	29	80	63	66	NA	0	1
Male	58	1464	40519	100	100	98	479	467	482	3	14	10	67	46	44	29	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	31	1231	32855	100	100	99	484	471	481	6	13	10	55	44	43	39	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	57	1198	36380	100	100	99	491	498	511	5	7	4	40	33	30	54	60	65	NA	0	1
Students with Disabilities	21	471	10664	100	100	94	430	426	440	14	27	23	76	56	54	10	17	22	NA	NA	1
Students without Disabilities	82	2316	68947	100	100	100	508	495	504	2	6	4	35	35	34	62	58	61	NA	0	1
Limited English Proficient Students	11	473	10362	100	99	97	470	428	438	NA	25	22	64	56	57	36	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	50	1799	37626	100	100	98	476	475	479	8	11	10	50	42	45	42	46	45	NA	0	0
Non-Economically Disadvantaged	53	988	41985	100	100	100	506	500	511	2	7	4	38	32	30	60	61	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	113	2675	79327	93	100	98	515	505	518	20	25	19	22	22	20	42	43	46	15	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1240	38961	100	100	98	512	507	520	23	23	16	23	21	20	42	46	48	12	10	16
Male	47	1435	40295	84	100	97	519	504	516	17	26	21	21	22	19	43	40	44	19	11	16
African American	10	184	4247	91	100	98	NA	488	499	NA	34	27	NA	22	24	NA	39	41	NA	5	8
Hispanic	34	1153	32327	97	99	98	496	488	499	32	34	27	24	26	25	29	35	41	15	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	63	1151	36373	90	100	98	529	526	538	13	14	10	19	17	14	52	50	52	16	19	25
Students with Disabilities	NC	339	9321	NC	98	87	NC	461	467	NC	61	54	NC	20	22	NC	17	21	NC	2	3
Students without Disabilities	107	2336	70006	100	100	100	518	511	524	19	19	14	21	22	19	44	46	49	16	12	18
Limited English Proficient Students	NC	408	9431	NC	99	95	NC	456	466	NC	64	53	NC	24	27	NC	11	18	NC	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	62	1696	37097	90	99	97	496	492	498	27	31	27	27	24	25	35	39	41	10	6	7
Non-Economically Disadvantaged	51	979	42230	96	100	99	539	528	535	12	14	11	16	17	15	51	49	50	22	20	24

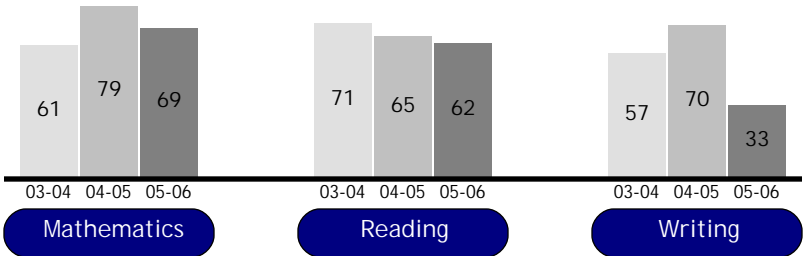
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2672	79501	91	100	98	495	490	497	9	14	10	28	27	25	61	56	60	2	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1239	39062	100	100	99	499	497	502	11	11	8	23	25	23	64	60	64	3	4	5
Male	45	1433	40368	80	100	98	489	484	491	7	16	13	36	29	27	58	52	57	NA	3	3
African American	10	183	4279	91	100	99	NA	476	485	NA	17	14	NA	33	30	NA	49	54	NA	1	2
Hispanic	34	1152	32389	97	99	98	472	473	478	24	21	16	38	34	34	38	43	48	NA	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	61	1150	36446	87	100	99	514	509	516	NA	6	4	16	18	15	80	70	73	3	7	7
Students with Disabilities	NC	336	9411	NC	97	88	NC	448	453	NC	46	36	NC	32	36	NC	20	26	NC	1	1
Students without Disabilities	107	2336	70090	100	100	100	496	496	502	9	9	7	26	26	24	63	61	65	2	4	5
Limited English Proficient Students	NC	407	9401	NC	99	94	NC	437	443	NC	50	40	NC	39	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	60	1694	37183	87	99	97	481	478	479	12	18	16	38	33	34	48	48	49	2	1	1
Non-Economically Disadvantaged	51	978	42318	96	100	99	511	510	513	6	7	5	16	18	17	76	68	70	2	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	2680	80000	99	100	99	570	561	564	1	4	3	10	10	11	80	78	75	9	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1239	39288	100	100	99	583	579	579	2	2	2	3	5	6	82	81	77	14	13	16
Male	55	1441	40644	98	100	98	556	546	549	NA	5	4	18	15	15	78	75	74	4	5	7
African American	11	185	4307	100	100	99	570	541	551	NA	8	4	9	12	13	91	76	75	NA	4	7
Hispanic	35	1152	32672	100	99	99	558	549	548	3	5	4	9	12	14	80	78	76	9	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	69	1156	36602	99	100	99	577	575	579	NA	2	2	10	9	7	78	76	75	12	13	16
Students with Disabilities	14	345	9919	93	100	93	496	504	505	NA	10	9	57	33	35	43	54	54	NA	3	2
Students without Disabilities	107	2335	70081	100	100	100	580	569	571	1	3	2	4	7	7	85	81	79	10	9	12
Limited English Proficient Students	NC	405	9571	NC	98	96	NC	495	502	NC	14	10	NC	24	29	NC	62	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	68	1700	37534	99	99	98	563	551	547	NA	4	4	15	12	15	79	78	76	6	6	5
Non-Economically Disadvantaged	53	980	42466	100	100	100	580	578	578	2	3	2	4	7	7	81	77	75	13	14	16

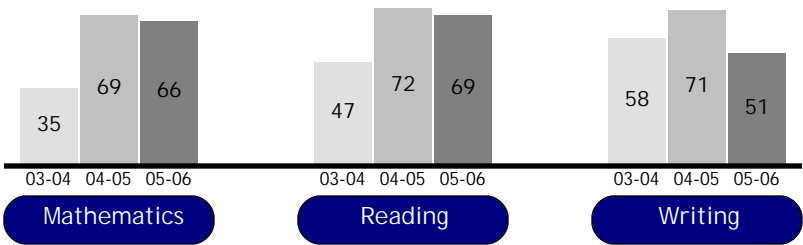
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	58	NA	58	100	48	40	47	89	41	35	46
	Language	100	42	44	50	100	48	40	47	89	48	35	48
	Mathematics	100	74	57	64	100	56	41	50	90	50	39	52
3	Reading	96	50	NA	55	100	38	40	44	94	35	37	46
	Language	98	54	56	61	100	40	40	44	100	34	39	46
	Mathematics	99	54	53	61	100	48	44	51	100	39	43	52
4	Reading	95	65	NA	56	100	47	42	48	87	48	44	52
	Language	98	60	48	52	100	49	44	49	100	52	44	52
	Mathematics	98	60	54	61	100	48	45	53	90	58	48	58
5	Reading	97	61	NA	55	100	48	47	50	86	52	48	56
	Language	98	49	45	49	100	48	48	50	100	48	44	54
	Mathematics	98	51	57	63	100	46	44	49	89	46	41	52
6	Reading	100	54	NA	56	100	49	48	51	92	52	52	56
	Language	100	46	44	48	100	46	45	47	100	46	46	50
	Mathematics	100	59	60	66	100	45	46	52	93	56	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü To Facilitate School Improvement
- ü To Address Immediate/Short-term Needs
- ü To Develop Increased Communication
- ü To Facilitate Budget Development
- ü To Engage in Team Growth
- ü To Facilitate Staff Selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	49.00
Other Professional Staff	3.00	Teacher Aide	32.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	2	2	0	0
10 or more years	9	22	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	128
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Labs (Primary and Intermediate)
- ü Library
- ü Physical Fitness Room
- ü PE Room/climbing wall

Extracurricular Activities

- ü After School Computer Club
- ü Band/Strings After School
- ü After school reading and math classes
- ü Homework Club
- ü Student Council
- ü Afterschool Dance program
- ü Summer School
- ü After School athletics

Social Services

- ü Lunch Program
- ü Parenting Classes
- ü Breakfast Program
- ü ESL Classes for adults
- ü PTSA
- ü School Bell program
- ü Counseling Services
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students at Moon Mountain School who qualified participated in two innovative reading intervention programs. Students in the primary grades attended the Literacy Center while upper grade students were serviced in the Fast Track program.
- ü Moon Mountain designed and implemented recognition programs that recognized and celebrated accomplishments related to the goals of the school.
- ü We provide an All Stars Reading Tutoring program once per week in the evenings. This is a buisness partnership that is provided to assist students who are struggling readers in grades 1 and 2.
- ü Moon Mountain is a professional learning community where teachers work together to ensure continued student achievement. The Leadership Team will work together on the current year's A+ application.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mary Lou Palmer	(602) 896-6000
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	Dave Caldwell	(602) 896-6803
Parent Organization	Sheryl Byland	(602) 896-6000
Student Health/Nurse	Carrie Cummings-Roberts	(602) 896-6010

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.